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Dan Smoot Report

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DAN SMOOT

WHEN LUNATICS RUN THE ASYLUMS

Speaking to the National Conference of Chief Justices in Dallas on August 8, 1969, Charles Alan Wright (University of Texas law professor) said a university may prohibit student demonstrations relating to its normal activities, but may not prohibit demonstrations relating to its educational activities. He characterized football games and pep rallies as normal activities, political demonstrations as educational activities, saying:

"There was a lot of educational value in what the students at Columbia did — indefensible as it is. But I would be hard-pressed to explain the educational value in one of my own university's normal activities, the UT-Arkansas game."(1)

What the students at Columbia did in the spring of 1968, under communist leadership, was to spend 10 days in illegal possession of university buildings, commit theft and vandalism, burn manuscripts of unpublished books, demolish university records, defecate on the carpets, scatter broken whiskey bottles and other debris around, scrawl slogans and hang pictures of communists on the walls, fly communist flags from the windows.(2)

This spectacle at Columbia would have "a lot of educational value" for any American who learned from it that international communism is nearing consummation of its plan to destroy the United States; but, obviously, that is not what Professor Wright had in mind.

Speaking to a section of the American Bar Association in Dallas, on August 12, 1969, Jack L. Kroner (a New York University professor of labor law) said:

"There ought to be more student unrest. Student unrest is beautiful. It may save us. Student unrest will become much more intense (which means 'worse' in your view and 'better' in my view) in the next few years."(3)

Professor Kroner said student unrest "may save us" by forcing universities to change:

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"Not only are they going to have to change faculties, but they're going to have to get rid of most of them who are incapable and half-witted."[3]

Obviously, any university which has such faculty members as Jack L. Kroner ought to be changed; but that is not the kind of change college militants are trying to effect.

Serious, law-abiding students do have legitimate grievances against an educational system which has produced such educators as Jack L. Kroner. The system has left a generation of Americans ignorant of the moral, economic, political, and spiritual principles on which the greatness of our nation is founded. It has brainwashed a generation of Americans into accepting the illegal conversion of our constitutional Republic into a tyrannical, monstrously inefficient socialist-welfare state. It scorns individual excellence and extols mass mediocrity. It often kowtows to criminally violent semiliterates, subversives, drug addicts, and degenerates who enroll as students, while violating the rights and ignoring the needs of decent students.

These legitimate grievances are not being expressed on campus. The student rebels and militants are not demanding the restoration of academic discipline and the ideal of excellence; they are merely bent on destruction.

It is, of course, destructive when students, faculty members, and outside agitators commit treason, sedition, robbery, kidnapping, burglary, theft, criminal trespass, and vandalism on campus. It aggravates and encourages the destructiveness when civil authorities refuse to prosecute campus criminals.

But the real destruction of a university as an educational institution comes when university officials yield to the demands of subversives, and lower academic standards, in order to appease the unworthy and unfit.

Consider the College of the City of New York (CCNY). For more than a hundred years, CCNY was among the best institutions of higher learning in the world, because of its emphasis on individual work and achievement: successful applicants for admission had to have excellent grades in high school; undergraduates were suspended or dismissed if they did not maintain high scholastic averages.

In 1969, CCNY officials capitulated to Negro militants who had incited race riots and committed many other crimes of violence. The college agreed to initiate (in the term beginning in the fall of 1970) a dual admissions system. Half of the freshman class (to come from so-called "ghettoes") will be required to meet no standards of scholastic attainment or ability; the other half must meet high scholastic criteria as in the past.

If the unqualified students are assigned to special remedial courses, Negro militants will accuse college officials of "racist segregation." Any professor giving a failing grade to a Negro student will be denounced as a "racist." So, academic standards will be reduced to accommodate the lowest common denominator of students; and a CCNY degree will be meaningless.[4]

Howard University in Washington — founded and supported with tax money supplied by the federal government — has been run since the Civil War primarily for the benefit of Negroes.

Since 1967, Negro students (aided and directed by outside subversives) have ravaged Howard with criminal violence.

In March, 1969, Howard President James M. Nabrit, Jr. explained and excused the mindless terrorism that was tearing the university apart:

"We have had some stormy times . . . for the past three or four years, but to the extent to which we have reacted constructively with respect to the grievances presented by our students, we have . . . made Howard a more vibrant institution.

"True, in some cases, students are rude and sometimes crude, in others obscene, irrational and even destructive, but even as we chide them for their rudeness or crudeness, or for their language of discourtesy or oppose with firmness their violent or destructive behavior . . .

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we should look beneath all their . . . rudeness . . . and examine closely to discover those areas of Howard which need modification, new direction or new emphasis. Anger at protest must not be used as an excuse for ignoring a need for change."[5]

Seeing Howard officialdom thus conciliatory and cowering, militants intensified their attacks. In May, 1969, they took over most major university buildings — after a prolonged orgy of riotous behavior, including destruction of property, many acts of arson, physical assaults and intimidation, disgusting public displays of obscenity.

University officials capitulated, giving the militants practically everything they had demanded — while boasting that violence had been firmly resisted, that no concessions had been made under duress, and that "widespread changes" and "far-reaching accomplishments" had been made through peaceful negotiations.[5]

Student organizations and the student press at Howard now have license to do as they please, without faculty supervision; but the faculty is supervised by students: students have an authoritative voice in all important activities of faculty and administration, including planning of curriculum and setting of academic standards.

Howard University already offers 122 "African studies" courses, but has a student-faculty committee working to add some more. It is, to say the least, doubtful that "African studies" will do very much to equip Americans for productive living in America. This example of curriculum planning by students is enough to justify Al Capp's remark that letting students run a university is comparable to letting lunatics run the asylum. If students have enough maturity, learning, and experience to administer a college, why are they in college?

The most significant of the "widespread changes" and "far-reaching accomplishments" made at Howard University is stated tersely by the university itself, in these words:

"Elimination of Graduate Record and Comprehensive examination requirements — no longer required for graduation."[5]

Individual excellence is rejected and mass mediocrity is enthroned. Academic standards are reduced to accommodate the lowest common denominator of students. This is happening in major universities throughout the land.

The federal government uses our tax money to help pay for the activity of taking education out of our universities, and transforming them into political training camps and staging grounds for guerrilla warfare against everything worthwhile in our society.

For example, the U.S. Office of Education spent $63 thousand this summer on a six-weeks "Institute on Student Involvement in Educational Policy," held at Claremont College in California. Fifteen "student militants" were paid $100 a week each (tax money) to lecture 35 college professors and deans (brought to Claremont, at taxpayers' expense, from all parts of the country).[6] "Student militants" means, for the most part, *communists, Vietcong sympathizers, young Negroes who nourish violent hatred of whites and of America generally, anarchists,* and *nihilists.*

The student militants educated the educators about drugs, sex, radicalization of students, confrontations with violent Negroes, the functional implications of obscenity. By the third week, the educators had become "radicalized"; and they started "acting instead of talking." For example, they bought a full-page ad in a local newspaper to protest the suspension of a Los Angeles Valley College teacher for reading a pornographic poem to her students.[6]

Dr. Paul Carnell, Nixon HEW official, says the Claremont Institute was beneficial.[6]

George Orwell's 1984 has arrived ahead of time. Good has become evil; evil, good: it is beneficial to use tax money to teach educators how to help destroy the society which produced the tax money.

Educators indoctrinated at the Claremont Institute generally agreed that the experience had deepened their sympathies for the cause of student militants. One of them (the chairman of the

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philosophy department at the University of North Dakota) said:

"If there's anything we're all agreed on, it's that we don't want police on campus."[6]

Communists foster this alien notion that universities should be off limits to law enforcement — set aside as places where debauchery and revolution can flourish without restraint. But there is nothing in our Constitution, laws, or traditions that justifies making any place or institution a sanctuary from the law.

No police department should wait for a request from a university administration before acting to enforce the law on a college campus — any more than it should wait for approval from a bank president before sending officers to arrest persons committing crimes in a bank.

The concept of the university as a sanctuary from law enforcement has prevailed in Latin America for generations; and, Latin American universities generally have been worse than useless as educational institutions.

The University of Panama has been among the worst.

It was not a place of learning: it was the training ground for communist-led guerrillas who looted, pillaged, firebombed, and murdered throughout the nation and in the U.S. Canal Zone.

In December, 1968, a military dictatorship closed the university, and appointed a board of regents to promulgate new rules for operating it. Caches of arms on campus were confiscated. Some 2000 students were expelled (for having maintained less than C grade averages during three previous semesters). About 40 professors were fired (for self-evident incompetence). New deans were appointed.

When the university reopened in July, 1969, it was enclosed by a high fence, topped with barbed wire, to keep non-student agitators out, and students in.

Behind the barbed wire, the University of Panama has become a peaceful place, where faculty and students appear to be devoted to education — for the first time in memory.[7]

It is an ugly picture. Will we see it in the United States?

Will Americans *demand* expulsion of faculty members and students who violate university regulations, and impartial prosecution of everyone who commits crime on campuses? Or, will we permit terrorists to destroy our universities as educational institutions — to be restored, if at all, as barbed-wire-enclosed compounds under military surveillance?

We, the people, have final authority, if we have the character and cohesion to assert it. Our authority rests in our money and our votes. We can quit giving to universities which have abandoned education for revolution and sociological experimentation. We can quit voting for politicians (local, state, and federal) who use their influence to encourage, and our tax money to finance, subversion and violence on our campuses.

FOOTNOTES

(1) *Dallas Times Herald*, Aug. 8, 1969, p. A28
(2) "How To Stop Student Riots," *Dan Smoot Report*, Aug. 5, 1968
(3) *Dallas Morning News*, Aug. 13, 1969, p. A7
(4) *Counterattack*, June 2, 1969
(5) Washington *Evening Star*, June 10, 1969, p. B8
(6) *Human Events*, Aug. 16, 1969, p. 5
(7) "Agitators Agitate No More At The University of Panama," by Duncan Campbell, San Diego *Evening Tribune*

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